



# Special Education Department Mid-Year Update



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Lowell Public Schools

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# 2019-2020 Special Education Departmental Goals:

- I. Improve educational outcomes for students
  - Develop partnership with Office of Teaching and Learning to best support students' needs
  - Increase student achievement
  - Develop Consistent Teacher Assistance Team (TAT) Process
- II. Provide professional development and supports for teachers, staff, building administrators, community partners and families
- III. Improve CORE evaluations
- IV. Review and evaluate current support systems
- V. Reduce student suspensions
- VI. Streamline department data systems





# Improved Student Outcomes Middle School Adjustment Programs

- Improve Academic Rigor & Engagement
  - Implementation of iREADY Toolbox for Middle Schools & the Laura Lee
    - Math
    - Language Arts
      - Includes baseline assessments
      - Progress monitoring & instruction
      - Whole group & individual lesson plan development
  - Provided eight hour training
    - Instructional Specialists and Math Coaches invited so they can provide additional coaching and support
  - Scheduled follow-up pending
- B2EST Program for Middle School Adjustment Programs
  - Building consistency across district:
    - Effective behavior management system
      - Focus on skill development to successfully transition into general education classroom setting
      - Individual goals
      - Level System
      - Classroom Behavioral Plans: Incentives
  - Effective classroom management
    - Routines



# Improved Student Outcomes Social Emotional Learning Classrooms

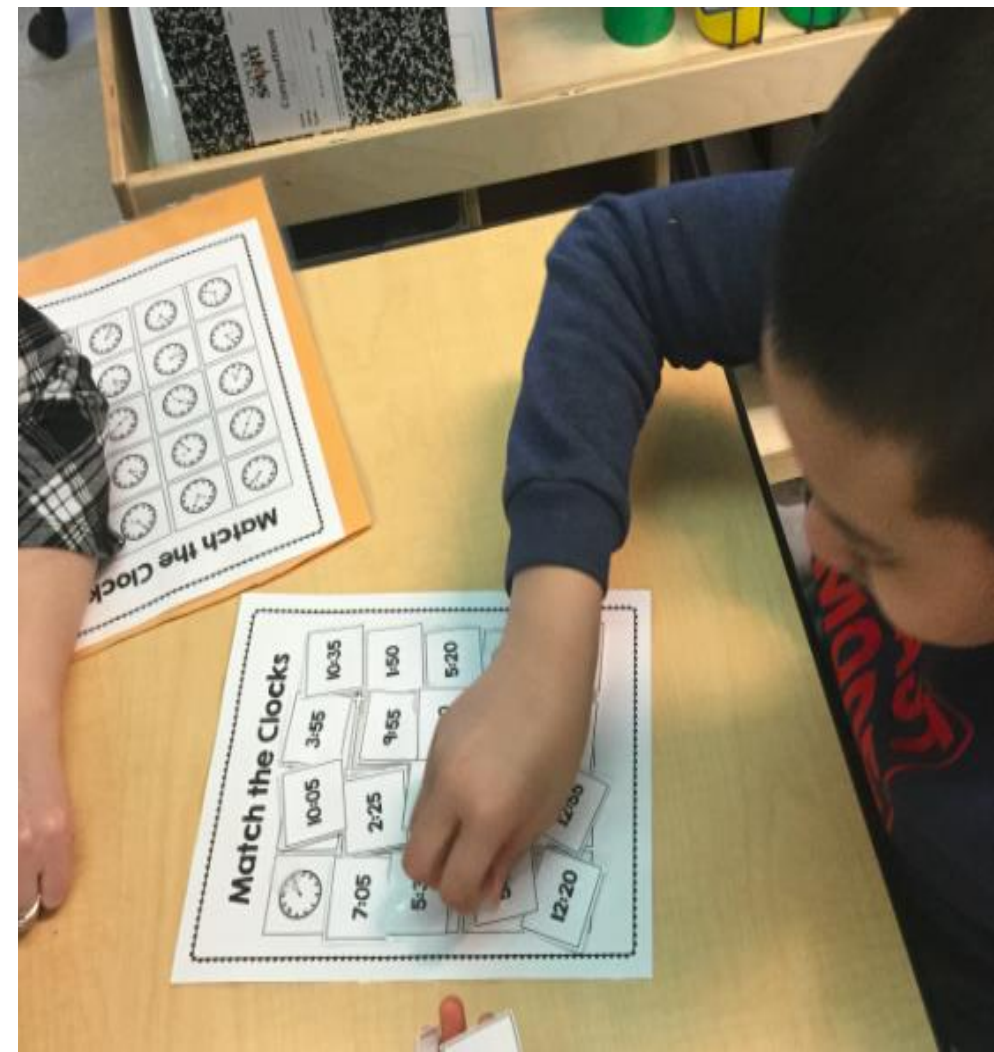
- Reduced enrollment in adjustment sub-separate programs in elementary and middle schools
  - Teacher supports provided
  - Administration awareness
  - Special education team supports
- Placement in sub-separate schools





# Improved Student Outcomes Continuous Supervision Protocol

- Teams must have a goal in the IEP to address:
  - Paraprofessional support role
  - Paraprofessional responsibility
  - Intervention implementation
  - Skills needed to allow student independence
  - Skills needed for successful post-secondary transition





# Improved Student Outcomes Out of District Placements

- Reduction of total students leaving our district to allow for greater inclusion
- Reduction of LPS referrals through increased district supports and interventions
- Continued partnership with Department of Children and Families to ensure students are educated in Lowell





# Staff Professional Development & Support

- 10/9/2019 LAP-D Training
- 10/18/2019 WIAT
- 11/8/2019 Teacher training on the Woodcock Johnson Achievement Test
- 12/3/2019 & 12/9/2019 - Project Learn
- Website developed for teachers/support staff
  - <https://sites.google.com/lowell.k12.ma.us/lpsdspedresources/home?authuser=0>
- Individual Educational Plan compliance
- Restraint (CPI) training
- iREADY Toolbox
  - Sub-separate teachers & Laura Lee
- Medicaid billing
  - January 3<sup>rd</sup> – administrators
  - January 16<sup>th</sup> and 17<sup>th</sup>
    - All related service staff
- Manifestation determination
- Teacher Assistance Team (TAT) support
- MCAS Alt. with DESE
  - February 5<sup>th</sup>



# Staff Professional Development & Support

- Training for Social Workers on FBA/BIP Implementation
  - To include site based social workers
- Developing templates to support FBA/BIP
  - Support staff in ensuring all components are completed
  - Forms will be uploaded in EASY IEP
  - Forms available for regular education staff
    - Promote early tiered supports through the Teacher Assistance Team (TAT)





# Supports for Families

- Special Education Family Advocate
  - Collaborative partner with parents and SPED PAC
- Training
  - April 2, 2020 – staff to provide a presentation around referrals, meetings, and the plan development process and procedural safeguards
- LHS Transition Planning Fair





# Supports for Community Partners

- Training for School Resource Officers
  - Training date March 11, 2020
  - Low incidence disability identification
  - Best practices



# Improved CORE Evaluations

- Educational designations of Autism and the identification of attention deficits
  - Helps ensure services to students
  - Allows for earlier identification and intervention for all students
    - Disability identification
  - Reduces the reliance on outside medical providers to access educational services.
  - Potentially increases access to accommodation plans. If a student does not qualify for an IEP, students may access 504 plans due to the identified disability. For example, a 504 plan for identified attention deficits
- Students were previously identified under other categories, such as Developmental Delay & Communication
  - Using more specific designations can help teachers and administrators more fully understand the student needs.



# Improved CORE Evaluations

- Re-Evaluations
  - Sub-committee-exploring REED option
  - Intent is to reduce the amount of achievement testing & increase time on learning
- Social Worker Evaluations
  - Piloting evaluations to identify any undeveloped skills impacting students access to academics
  - Allows social worker to provide more targeted support and progress monitor skills development





# Current Projects for Department

- Multi-Tiered System of Support Planning Institute
- Evaluation of data systems
- Continued support for principals with special education discipline
- Monitoring of out of district placements and least restrictive placements
- Reading/Dyslexia Committee



# Future Goals

- Continued collaboration with the Office of Teaching and Learning
- Continued improvements with data systems
- Continued professional development for staff
  - CPI
  - Restraint
  - Suspensions
  - Manifestation training
- Continued improvements to partnerships with parents, community and state
- Review of sub separate programs
- Review of day school programs
- Review of Special Education Transportation